

School Year: **2018-19**

# School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	Colonial Heights School
<b>Address</b>	8135 Balboa Ave Stockton, CA, 95209-2920
<b>County-District-School (CDS) Code</b>	39685696041891
<b>Principal</b>	Nicole Merolla
<b>District Name</b>	Lincoln Unified School District
<b>SPSA Revision Date</b>	December 2018
<b>Schoolsite Council (SSC) Approval Date</b>	December 18, 2018
<b>Local Board Approval Date</b>	January 31, 2019

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

Vision: The vision of Colonial Heights School is to create a safe, respectful, and inclusive environment while promoting a community of resilient and responsible citizens.

Mission: We believe in acceptance and compassion. We respect and value every student and strive to appreciate diverse life challenges with the expectation that every child reaches their full potential.

Motto: "Dream and Believe, Learn and Achieve"

## The Story

Briefly describe the students and community and how the school serves them.

Colonial Heights is one of twelve schools in Lincoln Unified School District. Located in a suburban area of Stockton, Colonial Heights was built in 1954 and originally served neighborhood children. As Stockton's population has grown, so has Lincoln Unified serving more students and expanding district boundaries. Today, many of the students who attend Colonial Heights come from other surrounding neighborhoods and are transported either by school bus or a parent. Colonial Heights is a very diverse school, comprised of approximately 600 preschool through eighth grade students, including seven significant ethnic groups and eight language groups on campus. Of our students, 15% are classified as English Language Learners, and 80% of our students are socioeconomically disadvantaged.

New to our school this year is the Link by Linc preschool program servicing both general education and special education preschoolers together with the support of two teachers and 4 paraprofessionals. This program has been so successful, a second class opened in December. Colonial Heights also offers special education students in grades K-8th the opportunity to participate in our Learning Center model. Both Resource and Special Day students receive a combination of push-in and pull-out support through this model. We have one part-time and two full-time special education teachers who oversee our approximately 60 special education students and work to meet to the goals identified on their individualized education plans. We also offer support for general education students struggling in reading, through our Title I program which consists of a teacher, bilingual interpreter, and two primary language assistants. Finally, our students struggling to learn English are provided both integrated and designated ELD five days a week. Integrated ELD happens throughout the day in their various subject areas. Designated ELD is provided 30 minutes each day by the classroom teacher.

Colonial Heights teachers are fully committed to providing a safe and nurturing learning environment for our students. Our highly trained staff of teachers, administrators, paraprofessionals, and support staff work diligently to ensure students have every opportunity to succeed in acquiring the Common Core state standards. We are proud of our school community!

## SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

There are six goals detailed within the Colonial Heights school plan which address the needs of students.

Goal 1 - School Climate - Decrease the overall number of suspensions, especially amongst students who are socioeconomically disadvantaged and students of color.

We will address this goal, as a staff, by creating a more engaging learning environment and implementing more widespread restorative practices including improving student-teacher-staff relationships and the regular use of classroom circles.

Goal 2 - Mathematics - Improve overall student achievement in mathematics, grades 3-8, from 46% of students not meeting standards to 33% or less.

We will achieve this goal by providing students with a rigorous mathematics curriculum with a concentration on applying mathematical concepts and procedures.

Goal 3 - English Language Arts - Decrease the number of 1st-5th grade intensive readers, according to DIBELS Next Fall Benchmark, to 33% or less.

A multifaceted approach will be taken to achieve this goal, including ongoing progress monitoring, Title I support, and full implementation of the Wonders core curriculum with fidelity.

Goal 4 - English Language Arts/English Language Development - Improve students' ability to write across the genres: argumentative, narrative, and informational as measured by the results of the 2018-2019 ELPAC and SBAC scores.

Teachers will allow for more opportunities to write within these genres throughout the school day especially during designated ELD time.

Goal 5 - Science - Consistently teach the Next Generation Science Standards throughout the grade levels, as recommended by the District at a minimum of 75 minutes per week for 1st-2nd graders, 150 minutes per week for 3rd-6th graders, and 55 minutes daily for 7th-8th graders.

The District and the site will provide training in the new standards as well as access to materials necessary for teachers to teach and conduct hands-on lessons and experiments for our students.

Goal 6 - School-wide Attendance - Reduce chronic absenteeism rates at Colonial Heights, kindergarten through 8th grade by promoting a culture of attendance and improving systems already in place to track student attendance by grade level as well as student subgroups.

Currently, as a site, we are at 96% for our daily attendance, meeting the state's expected average. However, for the number of students deemed chronically absent, we are in the red, signifying the lowest performance.

## Needs Assessment - Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students.

### Greatest Progress

Although the gains have been small, we have steadily increased over the past four years in the percent of students meeting or exceeding standards in ELA on the CAASPP. As a school site, we agree these gains can be attributed towards routine assessment and progress monitoring of students' foundational reading skills, grades K-6, and the implementation of small group instruction addressing specific needs identified by these assessments. Also a factor, is the ongoing professional development provided to our K-3 teachers and principal by Consortium on Reaching Excellence (CORE)) literacy coach, focused on improving instruction through the use of Wonders. For our middle school students in grades 6th-8th, Read 180 is being used as a replacement to the core curriculum for students reading two years or more below grade level. Data from this program shows students making gains in average yearly Lexile points. Also worth mentioning is our students' performance level on the state indicator for English Learner progress. According to the Fall 2017 Dashboard, our current status is High at 79.7%, with an increase of 3.4% compared to last year and an increase of 9.8% from 2015. All teachers must provide their EL's with 30 minutes of designated English Language Development (ELD), as well as integrated ELD throughout the day across all subject areas. Many of our teachers are provided with a paraprofessional to assist during designated ELD, and all teachers have access to curriculum and materials to support their instruction, including access to realia and opportunities to provide students learning English hands on experiences. Teachers continue to participate in professional development on the components of the ELPAC and state English Language Development standards for English learners with the hope of improving both designated and integrated instruction.

Referring to the California School Dashboard, identify any state indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of school or district data. What steps is the school planning to take to address these areas with the greatest need for improvement?

### Greatest Needs

Based on assessment results and the data provided by the California School Dashboard, our site has identified three areas of focus for the 2018-2019 school year:

1. Reduce the number of suspensions and expulsions especially among socioeconomically disadvantaged students and students of color. Dashboard Indicator for Suspension Rate is Red for students who are African American, English learners, Hispanic, socioeconomically disadvantaged, and students with disabilities. The indicator is Orange for Asian and White students.
2. Improve math instruction, with a focus on teaching the CCSS as presented within the Eureka Math curriculum. Dashboard Indicator is Red for students who are African American and students with disabilities. The indicator is Orange for English Learners, Hispanic, socioeconomically disadvantaged and White students.

3. Teach writing across all subject areas and provide students, including English language learners, more opportunities to write throughout the school day. According to the Data Dashboard English Language Arts, English Learners are 48 points below standard, and English Only students are 28.5 points below standard.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other school data. What steps is the school planning to take to address these performance gaps?

## Performance Gaps

When analyzing the data we identified a significant performance gap between males and females within the subject area of mathematics. According to our 2017-2018 CAASPP scores, 26.8% of males, grades 3-8, are proficient compared to 15.4% of females. This means males are out performing females by over 50%. Same was true for English Language Arts, only reverse. In this particular subject area, 40% of females scored proficient compared to 35% of males. Unfortunately, both gaps represent the long held stereotype that girls are better in reading and writing and boys are stronger in math and science.

The first step in addressing this performance gap is to share the data with staff and identify reasons why this gap exists. Next to have staff reflect on individual practices and beliefs and look at whether or not this has an effect on classroom instruction. Then an analysis of going deeper into the data to determine if this gap rings true for all grade levels and all ethnicities. Finally, based on this analysis of practices, beliefs and data to determine an action plan for addressing the gaps.

The other significant performance gap exists amongst the following student subgroups: White, Hispanic, African American in both mathematics and English Language Arts. White students are achieving at a much higher rate than the other two subgroups. In math, 19.7% of white students met standards on the CAASPP, 13.4% of Hispanic students, and 8.3% of African American students. In English Language Arts, 33.3% of white students met standards, 23.1% of Hispanics, and 25% of African Americans.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

School Climate

### Goal Statement

Decrease the overall number of suspensions for all student groups, with a particular focus on African American students as well as those students who are socioeconomically disadvantaged.

### LCAP Goal

LCAP Goal 4: To prepare students to be college and career ready, LUSD students will receive equitable access to a broad course of study in a safe and healthy learning environment.

### Basis for this Goal

The number of suspensions has steadily increased over the past three years. More students who are socioeconomically disadvantaged and/or African American, are being suspended at higher rates compared to other student subgroups. Of particular concern is the disproportionality between the number of African American students enrolled compared to the percentage of students being suspended in this subgroup. Dashboard Indicator for Suspension Rate is Red for students who are African American, English learners, Hispanic, socioeconomically disadvantaged, and students with disabilities. The indicator is Orange for Asian and White students.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California School Dashboard Report	In the 17-18 school year, 17.5% of students had one or more suspensions. 35% were African American and 95% were socioeconomically disadvantaged.	The overall number of student suspensions will decrease with the most significant decreases within the African American and SED student subgroups.

### Planned Strategies/Activities

#### Strategy/Activity 1

To address this goal we will:  
Implement restorative practices including community circles, peer mediation and conflict resolution strategies  
Learn how to build strong, trusting relationships between students, staff, and families  
Continue to educate ourselves on the impacts of poverty and trauma, and how both affect students' ability to participate in school and learn  
Allocate counseling services for all students in need of social-emotional support  
Offer more opportunities for parent involvement  
Recognize students for improvement and/or achievement in school

#### Students to be Served by this Strategy/Activity

Students to be served by this strategy/activity include all students, with an added focus on socioeconomically disadvantaged and/or African American students.

## Timeline

2018-2019 school year

## Person(s) Responsible

Colonial Heights teachers, staff, students, and administration

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	7,000.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Conferences/PD/retreat regarding trauma informed learning and closing achievement gaps
<b>Amount</b>	38,767.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Counselor salary
<b>Amount</b>	1,500.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Professional reading materials for staff book studies
<b>Amount</b>	1,000.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and supplies to promote positive school climate
<b>Amount</b>	150.00
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Refreshments for parent meetings
<b>Amount</b>	1,000.00
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and supplies for family make-and-take events
<b>Amount</b>	1,500.00

<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Teacher time sheets for before and after school enrichment clubs
<b>Amount</b>	500.00
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Parent Institute and resources for parents

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Mathematics

### Goal Statement

Improve overall student achievement in mathematics, grades 3-8, from 46% of students not meeting standards to 33% or less.

### LCAP Goal

LCAP Goal 1: LUSD will promote student achievement through effective implementation of state standards and innovative instructional practices.

### Basis for this Goal

According to last year's CAASPP data, approximately half of our 3rd-8th graders are not meeting state standards in mathematics. Dashboard Indicator is Red for students who are African American and students with disabilities. The indicator is Orange for English Learners, Hispanic, socioeconomically disadvantaged and White students.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP	46% of students, in grades 3-8, are not meeting standards in mathematics.	We will increase the number of students, in grades 3-8, meeting or exceeding standards in math by 13% or more.

### Planned Strategies/Activities

#### Strategy/Activity 1

Teachers and administrators will participate in ongoing professional development and coaching provided by SJCOE and CORE. This is to include regular peer observations of colleagues at Colonial Heights and other schools in LUSD, as well as release days for collaboration and data analysis. Teachers will have access to manipulatives, teacher resource books, and other materials needed to run math centers and provide differentiated instruction for their students. Willing teachers will stay beyond school hours to tutor students in mathematics.

#### Students to be Served by this Strategy/Activity

All students in grades K-8th

#### Timeline

2018-2019 school year

#### Person(s) Responsible

Teachers, administrators, and math coaches

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	10,400.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Four additional days of coaching with the CORE mathematics coaches
<b>Amount</b>	5,000.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Math PD
<b>Amount</b>	1,000.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplemental materials and supplies
<b>Amount</b>	5,000.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Teacher time sheets for tutoring and release time for collaboration/observations

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

English Language Arts

### Goal Statement

Decrease the number of 1st-5th grade intensive readers, according to the DIBELS Next Fall Benchmark, to 33% or less.

### LCAP Goal

LCAP Goal 1: LUSD will promote student achievement through effective implementation of state standards and innovative instructional practices.

### Basis for this Goal

If students do not acquire a solid foundation in reading fundamentals, they are not equipped to read and comprehend the rigorous grade-level text presented within the CCSS.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
DIBELS Next Benchmark Reading Assessments Kinder: Letter Naming Fluency (LNF) 1st: Nonsense Word Fluency(NWF)/ Correct Letter Sounds (CLS) 2nd-6th: Dibels Oral Reading Fluency (DORF)/ Words Correct	Fall 2018 DIBELS Benchmark scores: % of students Intensive K- 72% 1st- 43% 2nd- 43% 3rd- 27% 4th- 50% 5th- 51% School- 46%	Fall 2019 DIBELS Benchmark scores: % of students Intensive 33% or less 1st- 2nd- 3rd- 4th- 5th- 6th- School-

### Planned Strategies/Activities

#### Strategy/Activity 1

Provide intervention program through Title I during the school day, and reading intervention programs after school. Purchase supplemental programs and materials to support small groups including RAZ Kids, Lexia, Phonics for Reading, and other District approved programs and materials. Provide ongoing professional development and coaching through CORE and other outside agencies. Allow teachers and the CH Academic Support Team release time to look at assessment data and set goals both as a staff and with students and their families. Offer students a wide variety of books, both fiction and nonfiction, within their reading level.

## Students to be Served by this Strategy/Activity

All students

## Timeline

2018-2019

## Person(s) Responsible

All teachers, including general ed, Title I, and special education

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	52,698.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Title I Teacher
<b>Amount</b>	14,187.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Paraprofessional
<b>Amount</b>	48,330.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	50% Intervention teacher
<b>Amount</b>	500.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Copy center - DIBELS for 4th - 6th
<b>Amount</b>	1,500.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplemental materials and supplies
<b>Amount</b>	5,000.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Leaning A-Z, Lexia, We Video

<b>Amount</b>	150.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Substitute teacher for CORE PD

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

English Language Arts/ English Language Development

### Goal Statement

Improve students' ability to write across the three genres: argumentative, narrative, and informational.

### LCAP Goal

LCAP Goal 1: LUSD will promote student achievement through effective implementation of state standards and innovative instructional practices.

### Basis for this Goal

Teachers do not teach writing on a daily basis due to "time constraints." Also, data shows our English learners struggle more with written language (67% level 3 or 4) compared to oral language (90% level 3 or 4) according to ELPAC data. If we focus our ELD instruction on specific task types which address writing, as well as offer students more opportunities to write across all subject areas, with guided practice, we can address both of these issues and improve students' overall achievement in writing. According to the Data Dashboard English Language Arts, English Learners are 48 points below standard, and English Only students are 28.5 point below standard.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELPAC, CAASPP scores	35% of students tested, scored below standard on the writing section of the CAASPP and approximately one-quarter of our EL's scored below standard in the written language section of the ELPAC.	Improve both ELPAC and CAASPP writing scores by a minimum of 10%, bringing the percentage of students scoring at or above grade level on the ELPAC and the CAASPP to 75% or higher.

### Planned Strategies/Activities

#### Strategy/Activity 1

Meet throughout the year with SJCOE Language and Literacy coach for professional development and coaching in the ELD standards and instruction.

Attend professional development provided by both Sacramento and San Joaquin County Offices of Education.

Purchase necessary supplies, materials, and/or manipulatives for both integrated and designated ELD and for the improvement of reading and writing instruction K-8.

#### Students to be Served by this Strategy/Activity

All students with a specific emphasis on EL's

#### Timeline

2018-2019 school year

**Person(s) Responsible**

Administrator, teachers, Title I staff

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	2,000.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplemental materials and supplies for writing and ELD
<b>Amount</b>	1000.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Professional Development for teachers

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Science

### Goal Statement

Consistently teach the Next Generation Science Standards throughout the grade levels, as recommended by the District at a minimum of 75 minutes per week for 1st-2nd graders, 150 minutes per week for 3rd-6th graders, and 55 minutes daily for 7th-8th graders.

### LCAP Goal

LCAP Goal 1: LUSD will promote student achievement through effective implementation of state standards and innovative instructional practices.

### Basis for this Goal

Currently we are transitioning to the Next Generation Science Standards. Teachers are training on the new standards and learning how to incorporate standards based lessons and experiments into their daily lesson plans.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
7th and 8th grade quarterly grades	52% of 7th graders earning a C or higher 1st quarter of 2018  67% of 8th graders earning a C or higher 1st quarter of 2018	Increase the percentage of 7th graders earning a C or higher 1st quarter of 2019 to at least 63%  Increase the percentage of 8th graders earning a C or higher 1st quarter of 2019 to at least 75%
2018-2019 CAST scores	2018-2019 CAST scores	2019-2020 CAST scores

### Planned Strategies/Activities

#### Strategy/Activity 1

All teachers will use Discovery Education, Mystery Science, and Scholastic News, as part of their science curriculum. Teachers will also allow students to participate in science based hands-on experiences such as field trips, presentations, and assemblies. Also, as part of our morning enrichment program before school, teachers will present students with STEAM based activities and lessons.

#### Students to be Served by this Strategy/Activity

All Students

### Timeline

2018-2019 school year

**Person(s) Responsible**

Teachers, Administrators, and students

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	10,000.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Academically oriented off campus excursions for supporting student experiences, science and writing

# Goals, Strategies, & Proposed Expenditures

## Goal 6

### Subject

School-Wide Attendance

### Goal Statement

Reduce chronic absenteeism rates at Colonial Heights, kindergarten through 8th grade by promoting a culture of attendance and improving systems already in place to track student attendance by grade level as well as student subgroups.

### LCAP Goal

LCAP Goal 3: LUSD will work collaboratively with families to enhance student achievement.

### Basis for this Goal

Reducing California's high chronic absenteeism rate is a priority in the Local Control and Accountability Plan (LCAP). Research shows that frequent absences have a negative impact on a student's success in school.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
School-wide attendance rates according to Aeries Analytic Dashboard 2018-2019	Currently, 12% of students, k-8, are considered chronically absent	Reduce the number of chronic absentees to less than 10% of the student population.

### Planned Strategies/Activities

#### Strategy/Activity 1

Raise the awareness of school personnel, parents, and guardians of the effects of chronic absenteeism, truancy, and other challenges associated with poor attendance.  
Identify and respond to grade level or pupil subgroup patterns of chronic absenteeism or truancy.  
Identify and address factors contributing to chronic absenteeism and habitual truancy, including suspension and expulsion.  
Ensure that students with attendance problems are identified as early as possible to provide applicable support services and interventions.  
Conduct attendance meetings and conferences with parent and the student.  
Promote extracurricular activities that increase student connectedness to school.  
Recognize students who achieve excellent attendance or demonstrate significant improvement in attendance.  
Collaborate with our Academic Support Team and Assistant Principal to assess the attendance or behavior problem in partnership with the student and his or her parents.

#### Students to be Served by this Strategy/Activity

All students with a focus on students with disabilities

### Timeline

2018-2019 school year

**Person(s) Responsible**

All school personel, parents, and students

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	250.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and supplies

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	173,919.00
Total Carryover Funds	35,014.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	208,432.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	207,011.00	229.00
Title I Part A: Parent Involvement	1,922.00	272.00

# Expenditures by Funding Source

Funding Source	Amount
Title I Part A: Allocation	206,782.00
Title I Part A: Parent Involvement	1,650.00

## Expenditures by Budget Reference

<b>Budget Reference</b>	<b>Amount</b>
1000-1999: Certificated Personnel Salaries	146,295.00
2000-2999: Classified Personnel Salaries	14,337.00
4000-4999: Books And Supplies	8,900.00
5000-5999: Services And Other Operating Expenditures	23,500.00
5800: Professional/Consulting Services And Operating Expenditures	15,400.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	146,295.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	14,337.00
4000-4999: Books And Supplies	Title I Part A: Allocation	7,250.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	23,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	15,400.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,650.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Nicole Merolla	Principal
Karyn Johnson	Classroom Teacher
Angela Gomez	Classroom Teacher
Lori Allen	Classroom Teacher
Melanie Rodriguez	Other School Staff
Laura Respicio	Parent or Community Member
Nancy Casillas	Parent or Community Member
Celeste Dosty	Parent or Community Member
Deborah Pollard	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on December 18, 2018.

Attested:

Principal, Nicole Merolla on 12-18-2018

SSC Chairperson, Melanie Rodriguez on 12-18-2018